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ABSTRACT

Assessment of the special education needs of Indian children in the Aberdeen area and six possible courses of action for the Pierre Indian School are discussed in this evaluation. The first section reports in detail the findings of the needs assessment, which was conducted with a survey questionnaire completed by 137 indiviluals concerned with Indian education. Conclusions drawn from the data are that a need exists for an off-reservation boarding school program for students with unusual social-emotional learning handicaps and that the program should provide a quality family/home living component. The second section proposes and evaluates the following alternatives: (1) continue Pierre Indian School's 1972-73 program and upgrade it with appropriate staff and renovation of the physical plant; (2) close the school, reassign the students, and design programs in each of the area boarding schools in the Aberdeen Area as already serving Indian children with learning handicaps and provide a qualified specialist to help schools meet special needs; (4) establish group homes on reservations to serve students with special needs; (5) obtain special education services on a contract basis; and (6) proceed with the present program at Pierre Indian School and make systematic improvements in spite of staffing and budget constraints. (JH)

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FINAL REPORT ON

OBJECTIVES #2 AND #3

AN EVALUATION PROJECT:

THE PIERRE INDIAN SCHOOL

WYMAN D. BABBY
Area Director

PETER P. SCHMIDT
Director of Education Services

Aberdeen Area Office
Bureau of Indian Affairs
Aberdeen, South Dakota

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PREFACE

The evaluation of Pierre Indian School at Pierre, South Dakota, was conducted at a time and under circumstances which have changed considerably in a matter of months. One of the most significant of those changes is the much altered role of the Pierre Indian School Board following the unexpected and untimely death of its strong right arm, Bob Moran. Thus far during school year 1973-74 it has not been possible for the Board to resume the level of activity and functions it carried during the 1972-73 school year. This is due also, of course, to severe funding constraints.

Another marked change has to do with the level of enrollment at Pierre Indian School. During the 1972-73 school year maximum enrollment was 86, and Agencies and Reservations served by Pierre seemed uncertain as to the kind of "Special Education" needs being addressed in the school's "new" program. The evaluation team's report on Objective #1 points out a number of factors that may have been important in this regard, as well as recommendations in retrospect and for continued operation as a "Special Education Facility". With little or no opportunity to more explicitly define its goals and purposes, to systematically design its program in keeping with them, or to undertake the staffing changes and/or retraining seen as priority tasks for a continued operation the school found itself with more than 100 students enrolled by September 20, and with quite a number of applications pending. Since a decision had been reached to operate Pierre School

at a "limited level" it was necessary for the administration and staff to adapt as best they could to try to meet a considerably increased load with significantly diminished resources. For example, Title I funding, which provided for much of the academic program material as well as staffing for the Home Living Program has been considerably reduced. Five regular classroom teachers and 3 specialty teachers (Home Economics, Shop and Music) constitute current academic staffing.*

Funds available from the regular BIA budget were initially extremely limited for meeting the basic costs of food, fuel, and maintenance, as well as for student clothing, textbooks, academic supplies and materials, student recreation, etc. Some improvement in the situation has since been seen, however.

The physical plant is badly in need of extensive renovation (especially the heating plant) which apparently cannot be undertaken due to lack of funds.

The City of Pierre as well as county and state law enforcement and judicial officials are increasingly vocal in objecting to the costs of providing extraordinary services to Pierre Boarding School:

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*Note: One additional classroom teacher has since been added to the Pierre staff as well as seven VISTA personnel in the dormitory. In addition the Physical Education program has been enlarged and functions mostly within the framework of the home living (dormitory) program.

Services which they feel are directly due to the type of student being enrolled and the apparent (to them) unwillingness or inability of the BIA to adequately manage its program and its students. These objections have been voiced to the South Dakota Congressional delegation in writing as recently as November 23, 1973.

These factors and others must be taken seriously into account when considering the data gathered by the Pierre Evaluation Team relative to Objectives #2 and #3. This report on Objective #2 will only reflect the views of the population sample described concerning the nature and extent of learning disability in young Indians and feelings concerning the type and location of programs best able to offset those disabilities.

Objective #3 calls for preparation of a range of possible alternatives which may be derived from the first two. It is in that report that questions of need, administrative feasibility and cost effectiveness must all come together.

OBJECTIVE #2

THE BACK UP AND START OVER
OR
SPECIAL EDUCATION NEEDS ASSESSMENT
IN THE ABERDEEN AREA

INTRODUCTION

The Pierre Evaluation Team, in its meeting at the school on July 10 and 11, 1973, addressed itself to the task of gathering information from as many data sources as possible relevant to:

a) The nature of "Learning Handicaps" and of "Special Education" needs in the Aberdeen, Billings and Minneapolis Areas.

b) Estimation of numbers of Indian children in these areas who might fit the several categories of learning handicap.

c) Sampling of views, feelings, and opinions from identified populations on program location preference to meet the identified "special" needs.

This procedure was in keeping with the approved evaluation design and individual team member assignments were made in terms of necessary geographical coverage.

RATIONALE

The Needs Assessment Task #2 was undertaken on the basis of two major assumptions, which constitute its basic rationale:

1. The 1971 Aberdeen Area Office needs assessment reflected a broad range of learning handicaps present in large numbers.

2. The view that all identified students with learning handicaps should be considered likely to enroll in a "special" program at an off-reservation boarding school was not supported by enrollment evidence.

Evidence is needed from a reasonable opinion sample to support the view that there is a recognized need for a program for Indian children with serious social-emotional learning handicaps requiring extraordinary treatment facilities and services.

Evidence is needed from a reasonable opinion sample to support the view that Indian children exhibiting problem behavior might be enrolled in a well-defined program providing "extraordinary" treatment facilities and services" if that program were to be designed and installed at the Pierre Indian School.

METHOD

A Survey Opinionnaire was prepared (Appendix C) in which the possible range of learning disabilities was specified and Yes - No response capability was provided. A cover letter was drafted which allowed for identification of the respondent only in terms of the general population data source he/she represented.

Each team member was asked to select a sample of the populations indicated from which to solicit response. The details for accomplishing this were left to the individual since it was felt that in most cases

he/she would be the best judge for determining technique in his territory.

Limitations - The populations sampled cannot be considered experimentally "random" in their selection. Due to limitations of time and competing professional commitments of the team members, the assistance of Social Services and Education Division personnel in the several agencies was heavily relied upon. Although the instrument was thought by some to be too long and complex to obtain many useful responses (see Appendix C), the committee was pleased to find that the final count was 137, and that the respondents represented a wide range of individuals concerned with the education of Indian children.

FINDINGS

The 137 respondents to the opinionnaire represent a broad sample of the Aberdeen service area population interested or concerned with the education of Indian children. This sample may be categorized as follows:

(1)	Parents Responding	54
(2)	Tribal Officials and/or Members	
	a) Tribal Court Judges	3
	b) Tribal Court Probation Officers	2
	c) Policemen (one Captain; one Officer)	2
	d) Tribal Council President	1
	e) School Board Member	1
	f) Criminal Investigator	1
	g) NYC Worker in Social Services	1
	h) Tribal Health Worker	1
	i) Survey Worker	1
	j) Community Worker	1
	k) Enrollment Clerk	1
	l) Planner	1
	m) Truck Driver	1
	n) Council Member	1
(3)	Social Workers	
	a) BIA	12
	b) State	14
	c) Private Agency	1
	d) P.H.S.	1

	8
(4) Educators	
a) Educational Administrators (BIA)	7
b) Public School Superintendents	8
c) Director of J.O.M.	1
d) Director of Special Education	1
e) Education Specialist	3
f) Teacher Supervisors	2
g) Teachers	4
(5) Students	6
(6) Others	
a) State Court Probation Officer	1
b) CAP Employees (Specific Job Title not stated)	2
c) P.H.S. Employee	1
d) Director of Children's Home	1

GENERAL RESPONSE TO ITEMS

Item #I. Do you know of children of school age (6-18) who:	Yes	No	If yes How many?	What ages?
a. are not now attending school	____	____	_____	____
b. are enrolled in school but are absent much of the time	____	____	_____	____
c. who are doing very poorly in school	____	____	_____	____

Discussion:

This sample responded overwhelmingly in the affirmative to all three sub-questions. That is, approximately 100 checked "yes" after the questions:

Do you know of children of school age (6-18) who:	Yes
a. are not now atttending school	96
b. are enrolled in school but are absent much of the time	97
c. are doing very poorly in school	90

Each population component, when tabulated separately, responded in approximately the same pattern.

Comment:

There is strong agreement that large numbers of Indian children are not succeeding in school at this time in the Aberdeen Area.

Item #II. If you do know of a child who is not now attending school, is enrolled but often absent, or is doing very poorly in school, for any of the following reasons, please indicate by marking the appropriate space or spaces why you think this is so.

a. Cannot hear_____

b. Cannot see _____

c. Physically crippled (arm, leg, back, etc.) _____

d. Too slow to make it _____

e. Does not understand or speak English _____

f. A chronic illness

1. Cerebral Palsy _____

2. Muscular Dystrophy _____

3. Heart Disease _____

4. Epilepsy _____

g. Other: _____

Discussion:

Most respondents did not reply except to item d (d. Too slow to make it), to which approximately half answered in the affirmative. Apparently the data reflected in Item #I did not refer to these kinds of handicaps for the most part.

It is interesting to note that item e (Does not understand or speak English) had less responses than most, and was evenly divided..... 7 - yes, 7 - no. Apparently language is not seen as an important causal factor in learning handicaps.

Item III. If this were your child, do you think a special education program should be provided for him/her?

	Yes	No
a. Cannot hear	_____	_____
b. Cannot see	_____	_____
c. Physically crippled (arm, leg, back, etc.)	_____	_____
d. Too slow to make it	_____	_____
e. Does not understand or speak English	_____	_____
f. A chronic illness		
1. Cerebral Palsy	_____	_____
2. Muscular Dystrophy	_____	_____
3. Heart Disease	_____	_____

	Yes	No
4. Epilepsy	_____	_____

g. Other: _____

Discussion:

Although the respondents in the large majority indicated that they did not know of cases of the various physical handicaps, approximately one half of them responded concerning need for special education programs to meet their needs. Of the 50% responding, approximately 90% responded in the affirmative and 10% in the negative. This distribution is again sustained between population components.

Total response concerning chronic illnesses fell to approximately 30%, of which some 20% felt that no special education programs should be provided:

		Yes	No
Item #IV.	If this were your child, would you enroll him/her in a "special education" program?	_____	_____

Discussion:

The feeling was almost unanimous (Item IV) that if this were his/her child the respondent would enroll him/her in a "special education program" if available.

Item #V. Should that program be:

	Yes	No
a. Provided in your local school?		
1. Cannot hear	_____	_____
2. Cannot see	_____	_____

	Yes	No
3. Physically crippled (arm, leg, back, etc.)	____	____
4. Too slow to make it	____	____
5. Does not understand or speak English	____	____
6. A chronic illness		
a. Cerebral Palsy	____	____
b. Muscular Dystrophy	____	____
c. Heart Disease	____	____
d. Epilepsy	____	____
7. Other: _____		

OR SHOULD IT BE:

b. Available at a boarding school like the Pierre Indian School?	____	____
1. Cannot hear	____	____
2. Cannot see	____	____
3. Physically crippled (arm, leg, back, etc.)	____	____
4. Too slow to make it	____	____
5. Does not understand or speak English	____	____
6. A chronic illness		
a. Cerebral Palsy	____	____
b. Muscular Dystrophy	____	____
c. Heart Disease	____	____
d. Epilepsy	____	____
7. Other: _____		

Discussion:

In an effort to determine views on the most appropriate location for "special education programs" geared to the needs of specific physical and mental handicaps each category was surveyed separately as well as in the composite. The overall indication favored having such special education programs in the local school (74% vs 25% of those responding). Those responding were, however, about evenly divided in the case of blindness as well as in the several chronic illnesses listed.

When asked whether special education programs for the stipulated physical and mental learning disabilities should be provided at a boarding school like Pierre Indian School the number of total responses was slightly less (71 vs 82) and approximately 60% of those responding favored establishing such programs away from home as against some 40% opposed.

Comment:

Quite a number of respondents ignored the either/or aspect of this question resulting in what seems to be a desire to have it both ways. However, there is enough spread to indicate a preference for locating special education programs for the physically and mentally handicapped in the local schools. Quite a number commented that their local schools already have such programs.

Item #VI. If you know of children of school age who are not now attending school, are enrolled in school but often absent, or who are doing very poorly in school for any of the following reasons, please indicate by marking the appropriate space or spaces why you think this is so.

Item VI in the opinionnaire focused on Indian children with social-emotional learning handicaps, and the respondents listed the following totals in the several categories:

	How Many?
a. Has no family of his own to live with all of the time which cares whether he attends school or not.	1,190
b. Family cannot make him/her behave. Comment: _____	1,425
c. Cannot get along with the other kids.	637
d. Refuses to behave in school.	873
e. In trouble with the police and/or the court.	1,058
f. Has failed to adjust in a succession of home and school situations.*	495

Discussion:

The majority of these understandably were designated by tribal and BIA professional people, especially social services, law enforcement and judicial, and education. Parents responded with the following:

a. 222

b. 181

c 86

d. 172

e. 152

f. 71

Among the 6 student responses we found:

a. "Almost all kids in Fort Thompson"
(Have no family.... which cares.... etc.)
and in the other categories:

*Note: It should be noted that respondents from the same area would have included many of the same individuals.

b. 43, with the additional side comments that Fringe Reservation Communities have few children attending school because:

- there is no family concern for their kids due to drinking
- there is no supervision
- children are allowed to make their own decisions

c. 7

d. 23

e. 23

f. 5

		Yes	No
Item VII.	If this were your child do you think a special education program should be provided for him/her?	_____	_____
	a. Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____
	b. Family cannot make him/her behave. Comment: _____	_____	_____
	c. Cannot get along with the other kids.	_____	_____
	d. Refuses to behave in school.	_____	_____
	e. In trouble with the police and/or the court.	_____	_____
	f. Has failed to adjust in a succession of home and school situations.	_____	_____

Discussion:

Item VII asked whether the respondents think a "special education program" should be provided for those Indian children identified as suffering from the several social-emotional learning disabilities. 94% of those responding to the agregate question answered in the affirmative, and a like percentage in each of the individual categories. The stu-

dents suggested that "Group Homes be established on the Reservation", and they also felt that special programs should be established in both the local school and a boarding school situation. From this response it seems reasonable to deduce that social-emotional learning problems:

a. Are emphatically more numerous in Indian communities than are physical/mental learning disabilities.

b. Are the source of much more explicit and outspoken concern by all populations sampled.

Many respondents volunteered opinions fixing responsibility for this disturbing situation.... almost unanimously on lack of parental concern and responsible home guidance. Several suggested that a program be set up to "teach how to be parents", and that this would better solve problems than to wait until the child is "all messed up".

		Yes	No
Item VIII.	If this were your child, would you enroll him/her in a "special education" program?	_____	_____

Discussion:

There is near consensus in the affirmative whether "special education programs" should be provided, and almost all stated that they would enroll their own children in such programs if they were handicapped as learners in any of the categories identified.

		Yes	No
Item IX.	Should that program be:		
	a. Provided in your local school?	_____	_____
	1. Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____

	Yes	No
2. Family cannot make him/her behave.	_____	_____
3. Cannot get along with the other kids.	_____	_____
4. Refuses to behave in school.	_____	_____
5. In trouble with the police and/or the court.	_____	_____
6. Has failed to adjust in a succession of home and school situations.	_____	_____

OR SHOULD IT BE:

b. Available at a boarding school like the Pierre Indian School?	_____	_____
1. Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____
2. Family cannot make him/her behave.	_____	_____
3. Cannot get along with the other kids.	_____	_____
4. Refuses to behave in school.	_____	_____
5. In trouble with the police and/or the court.	_____	_____
6. Has failed to adjust in a succession of home and school situations.	_____	_____

Discussion:

Item IX asked the respondent for an either/or choice concerning the preferable location for "special education programs" for the socially-emotionally handicapped learner. As in the earlier situation it seems many people wanted to have it both ways rather than making a choice. The data, however, reflect a significantly stronger view that programs to meet these special needs should be provided at a boarding school rather than in the local school.

Comment:

It appears that, while there was a strong feeling on the part of the students that a substitute home should be provided on the Reservation, the professional respondents felt programs for children in this category should be provided in a boarding school situation. 97% of the parents responding felt that special programs for children with social-emotional learning handicaps should be provided in a boarding school situation while 58% of those responding indicated programs should be provided in the local schools.

COMPOSITE OF THOSE RESPONDING TO THE ITEMS

	Local	Boarding School
	Yes	Yes
1. No family... which cares whether he attends.	52%	86%
2. Family cannot make him/her behave.	60%	89%
3. Cannot get along with the other kids.	75%	75%
4. Refuses to behave in school.	71%	76%
5. In trouble with the police and/or court.	73%	78%
6. Has failed to adjust in a succession of home and school situations.	48%	91%

Comments:

It is interesting to note that the combined data reflect greatest concerns for family-related handicaps. That is, there appears to be a serial or causal relationship between the following three sub-items,

all intimately tied to basic lack of family:

1. The child who is without a family of his own to live with regularly which cares whether he attends school or not;
2. The child whose family cannot make him/her behave; and
3. The child who has failed to adjust in a succession of home and school situations.

Response is quite evenly divided on items 3, 4, and 5, and we may interpret this to mean that problems of getting along with other kids, willingness to behave in school, and being in trouble with the police are not, in themselves, adequate criteria for packing him off to a boarding school special education program for the socially-emotionally handicapped. It seems that these problem areas are seen as responsibilities of the school and local community in the normal course of operations, and only when they are encountered as part of an inadequate family situation should they become the concern of a boarding school "special" program.

CONCLUSIONS

A majority view holds that:

1. The physically handicapped need special education programs.
2. Such programs should be made available in the local schools, with the exception of programs for the blind, deaf, and certain chronic illnesses.

   Note: Cerebral Palsy and muscular distrophy are specifically noted, yet in most special education programs in local

schools these handicaps are quite specifically accommodated. It may be that these afflictions were thought of as falling under Item #3, the physically crippled.

3. Respondents unanimously indicated they would enroll a handicapped child of their own, if they had one, in a special education program.
4. There are large numbers of school age Indian children in the Aberdeen Area who are not now attending school; who are enrolled but often absent; or who are doing very poorly in school because of a variety of social-emotional learning handicaps.
5. The basis for most social-emotional learning handicaps in the Aberdeen Area is the lack of sound and effective family guidance and concern.
6. Special Education Programs should be provided for the socially-emotionally handicapped.
7. Special Education Programs for Indian youth who have social-emotional learning handicaps must include a strong family/home living component as well as a sound, innovative, rationally developed academic program. Without the former the latter could not succeed any more than did the programs from which the applicants have been referred. It is in the family/home living component that concentrated effort can be focused on the basic handicap.
8. Special Education Programs for students with social-emotional handicaps, in order to accommodate the necessary and basic family/home living component must provide some kind of residential capability.

9. Several contracted efforts to provide substitute homes on the Reservation for Indian children with the above described learning disabilities have not been successful for whatever reasons. Bureau of Indian Affairs Boarding School facilities continue to be the resource most immediately available and seen by most respondents as the logical provider of such services.
10. Indian people generally continue to look to the Bureau of Indian Affairs to make boarding school programs available to them. At the present time increasing day school facilities are to be found near Indian communities, yet Indian people have voiced strong opposition to attempts to close BIA boarding schools, (see "Goals" data Division of Program Review and Evaluation) indicating that they should be used to meet "special" needs.

RECOMMENDATIONS

1. Off-Reservation Boarding Schools in general now enroll almost all students on the basis of some social criterion or combination of criteria. The BIA should accept that fact and immediately initiate an effort to articulate the role of all ORBS for the future.
2. There are large numbers of Indian children of school age who are not now in school, or are not doing well in school in the Aberdeen Area. There is a need to develop comprehensive plans for "special education programs" to respond to the needs of those children in all Aberdeen Area Boarding Schools.

3. Pierre Indian School has been designated as a boarding school programmed to meet the needs of Indian children with unusual social-emotional learning handicaps. Although not well understood in the Area in its first year (1972-73), the 1973-74 school year enrollment has remained steady at present capacity, and applications are waiting for space to become available. It must continue to do the best it can on a "limited level of operation" through school year 1973-74.

4. The Aberdeen Area Office must begin immediately to plan systematically and comprehensively toward the establishment in 1974 of a sound program for Indian students with unusual social-emotional learning handicaps. There can be no question of need, or of the recognition of that need by Indian parents and professional people as well as students themselves. This preparation should address itself initially and seriously to each of the conclusions and recommendations presented by the Pierre Evaluation Team in their report on Objective #1.

5. It is recommended that the underlying criterion for all referrals to such a program be the need for (lack of) a family concerned for his welfare and interested in his future. The family/home living component of such a program must be the very best and of paramount concern since the old view of "en loco parentis" must be taken literally.

6. It is recommended that efforts be made to make such a special program available to younger children. Many problems might be more effectively dealt with if diagnosed and treated at an earlier age.

OBJECTIVE #3

INTRODUCTION

The third major objective for the Pierre evaluation called for the preparation of a range of possible alternatives which may be derived from Objectives #1 and #2. This brief summary will attempt to articulate some of those alternatives available to the decision-makers in planning to better meet the educational needs of Indian children in the Aberdeen Area. It will also address itself to the question which brought this evaluation activity about: The future of Pierre Indian School.

The Aberdeen Area Office of the Bureau of Indian Affairs should establish a special education program to meet the needs of Indian children who are handicapped in their ability to adjust in local school programs by unusual social and/or emotional learning disabilities which have their basis in a lack of family concern for their well being and welfare.

A concomitant part of such a program should be a serious effort to coordinate with any social services and agencies toward directly involving and counseling with the children's families. Increased family response to the child's needs and concern for his welfare and education are seriously to be sought.

Alternative #1

If funding is available to the Area Office from whatever source to undertake the detailed and rigorous designing and implementation of a program at Pierre Indian School in accordance with the recommendations made in our report on Objective #1 of this study. It is recommended that this task begin immediately (January, 1974). Progress has been made in terms of acceptance of the notion of such a "special" program at Pierre by many people throughout the Area, and the need for such a program (e.g. behavior modification centered on strong family/home living component) seems to be clear. It would be least disruptive and unsettling to the other schools and to everyone concerned if the course undertaken in 1972-73 could be continued.

The first requisite would be to engage, on a full-time basis, the services of a specialist or consultant equipped with the several critical competencies detailed in those recommendations. This specialist should have as his/her first responsibility the preparation of a time and task breakout through which preparation can be completed by the opening of the 1974-75 school year.

Sufficient funding here means, of course, among other things, amounts necessary for appropriate staffing, needed renovation of physical plant, etc.

Alternative #2

If no additional funding is forthcoming with which the Area Office can undertake to develop a comprehensive special program for the socially-emotionally handicapped at Pierre Indian School the facility should be closed as a boarding school; the approximately 100 students enrolled should be assigned to other boarding schools in the Aberdeen Area; the Pierre operating budget should be used specifically to develop an appropriate program in the other Aberdeen Area Boarding Schools.

Alternative #3

A further alternative open to decision-makers in this matter is to view all boarding schools in the Aberdeen Area as already providing services of a "special" nature to Indian children who have learning handicaps which qualify them for admission under "social" criteria. The task would then be to adequately identify those handicaps which might be considered "unusual" and which require extraordinary treatment (e.g. behavior modification programs). As in alternative #1, the immediate need would be the selection of a specialist or consultant with the qualifications and demonstrated competencies essential in the design of a program component in each of the schools to accommodate those "unusual" student needs.

Factors favoring this alternative are:

1. There is enough space available in the other boarding schools to accommodate the present Pierre enrollment and more.

2. Critical energy and material shortages would be lessened greatly with one less school complex to be served.
3. The present Area education budget, already under severe strain, might be able to support such a much needed program if no additional supplemental funding is obtainable to support the establishment of the program at Pierre Indian School. Much duplicated overhead could be avoided, etc.

Alternative #4

It was suggested by some respondents that a group "home" be established on each Reservation for children whose families either can't or won't take care of them. While there is apparently a great need for provision of such "family" and "home" services there is convincing evidence in several reeent efforts that this approach would not likely be productive. Social services and other agencies, including education, should continue to seek workable home alternatives on Reservations, however.

Alternative #5

Another possible alternative for the establishment and operation of a program to meet the special educational needs of Indian children with unusual social-emotional learning handicaps is that of contracting. Operation of such a special program might be contracted by the Bureau of

Indian Affairs with a legally established Indian organization such as the Pierre Indian School Board or the United Sioux Tribes Development Corporation. Advantages to this alternative would be obtained in certain Administrative matters such as staffing. It has been demonstrated, however, that contracting for educational programs usually means greater cost per pupil rather than less, and problems of design, training, etc. would seem to make it unlikely that such a program could be operationalized by August of 1974. This alternative is not recommended at this time.

Alternative #6

A final recommendation is to proceed with the status quo, but with concerted effort toward systematic improvement. That is, a program is in operation at Pierre Indian School for approximately 100 students which is assumed by many to be of a "special" nature notwithstanding the fact that it is extremely limited by budget and staffing constraints. Evidence indicates that it is, in most regards, operating more smoothly than did the program of 1972-73. Notwithstanding a continuation of those constraints it is nevertheless possible for the staff to address itself in systematic fashion to the recommendations made in the Evaluation Team Report on Objective #1 and thereby come to provide a program that is increasingly more consistent with what is needed to offset the identified "usual" educational handicaps.

APPENDIX A

AN EVALUATION PROJECT: THE PIERRE INDIAN SCHOOL

Wyman D. Babby
Area Director

Peter P. Schmidt
Director of Educational Services

Aberdeen Area Office
Bureau of Indian Affairs
Aberdeen, South Dakota

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INTRODUCTION AND BACKGROUND

Pierre Indian School, located in Pierre, South Dakota, was established by the Bureau of Indian Affairs (BIA) as an off-reservation boarding school for Indian children in 1883, and has provided a variety of programs during the intervening ninety years as needs in Indian education changed. A significant factor in these changes, especially in recent years, has been the general lessening of need for off-reservation boarding schools everywhere as public school facilities have become more plentiful and transportation has made them more accessible to Indian people.

The off-reservation boarding school has truly come to a crossroad at which serious concern must be given to the role it might continue to play in Indian education.

Pierre Indian School found itself at such a crossroad in 1972, and after considerable deliberation arrived at a plan to depart from the general educational program it had provided in the past, and to provide, instead, a special education program for Indian young people from 10 to 16 years of age who have learning disabilities.

During the course of the 1972-73 school year the new program was implemented. Also, at the close of the 1973 Fiscal Year, the Aberdeen Area was informed that it could expect less funds in education for the 1974 Fiscal Year. In relationship to an Area-wide reduced budget, and a corresponding high per capita cost figure for Pierre Indian School

for the 73 FY, it was proposed that the facility be closed. Consideration was given to revising the program designed for Pierre in such a manner that would allow its continuation in other schools within the Area.

PIERRE INDIAN SCHOOL BOARD

The proposal to close the school was quickly followed by strong protests which resulted in 1) reconsideration regarding the proposal to close the school, 2) confirmation that the facility will operate during the coming 1973-74 school year, but at a limited level, 3) a commitment by the Area Office to:

a. Allow time for the school board to seek additional funding

b. Bring about an in-depth evaluation of the program

4) a request to the Director of Education Programs of the BIA from the Aberdeen Area Office for assistance in designing and directing an in-depth evaluation of Pierre Indian School. This evaluation design is in response to the request made to the Director of Education Programs.

The following is a proposed design for accomplishing the evaluation objectives implied.

OBJECTIVES OF THE PROJECT

The proposed evaluation project will be conducted within the framework of three major objectives, each of which may be elaborated into a number of sub-objectives. Evaluation reports as product outcomes will be prepared and presented.

Objective One: The 1972-73 Pierre school program will be examined thoroughly in two parts as follows:

A. An audit of evaluation activities

B. A five stage evaluation of the program

1. Adequacy of the educational needs assessment, including specification of goals and objectives
2. Adequacy of the program planning, including staff preparation, orientation, academic leadership, etc.
3. Adequacy of the program implementation
4. Internal evaluation of program progress
5. Evaluation of end-of-year student behavior outcomes

Objective Two: The second major objective for the evaluation activity may be characterized as the "back-up and start-over" assessment. This objective will have as its major product outcome a needs assessment report which will address itself to a range of possible program directions, among which may be included the present operation.

Objective Three: A third major objective for this evaluation calls for the preparation of a range of possible alternatives which may be derived from the first and second objectives.

EVALUATION

The process of evaluation as undertaken by the Division of Evaluation and Program Review and that which will be used in the Pierre evaluation is viewed as:

a) The identification of decision areas of concern. That is, what kinds of decisions will be required.

b) The identification of decision-makers. That is, what individuals or decision-making groups will be responsible for making required decisions?

c) Selection of appropriate information categories, from all possible information available, and of appropriate data sources.

d) Gathering, sorting, and analysis of selected information

-- in order to --

3) Report summarized date which will be useful to the decision-makers in selecting a defensible course of action from among alternative possibilities.

It is important to note that the evaluator is not a decision-maker in this instance, but rather a provider of valid information.

DISCUSSION

The evaluation of Pierre Indian School will consist of a number of specific activities, and will be conducted by an evaluation team which will be tentatively composed of the following members:

1. Evaluation Team Chairman
2. Representative of the Aberdeen Area Office
3. Representative of the Pierre Indian School Staff
4. Representative of the corporate school board of Pierre Indian School
5. Representative of the student body
6. Representative of the BIA Social Services, Agency level

The evaluation will concern itself with inquiry and data gathering at several levels. In addition to the major focus on an area-wide

educational needs assessment, the evaluation team will examine the Bureau-wide role of off-reservation boarding schools, and enrollment realities as they may be reflected at Pierre Indian School.

Another Bureau-wide concern, really inseparable from the first, is the factor of cost-effectiveness. This too will be a consideration or part of the evaluation activity.

At the professional level such matters as the operational definitions and guidelines for the specialized program initiated last year at Pierre Indian School will be examined, particularly the working concepts of learning disabilities, special education, diagnostic and admissions procedures, and especially the approach to program design. Assumptions and rationales for program planning to meet social-psychological needs will be reviewed, as well as the curriculum design as the vehicle for attaining pedagogical objectives.

At the institutional level the evaluation will also review, among other things, the administrative structure and staffing pattern.

The nature and extent of involvement of various groups in the determination of goals and objectives and in program planning will be of interest, especially parents, staff, and students.

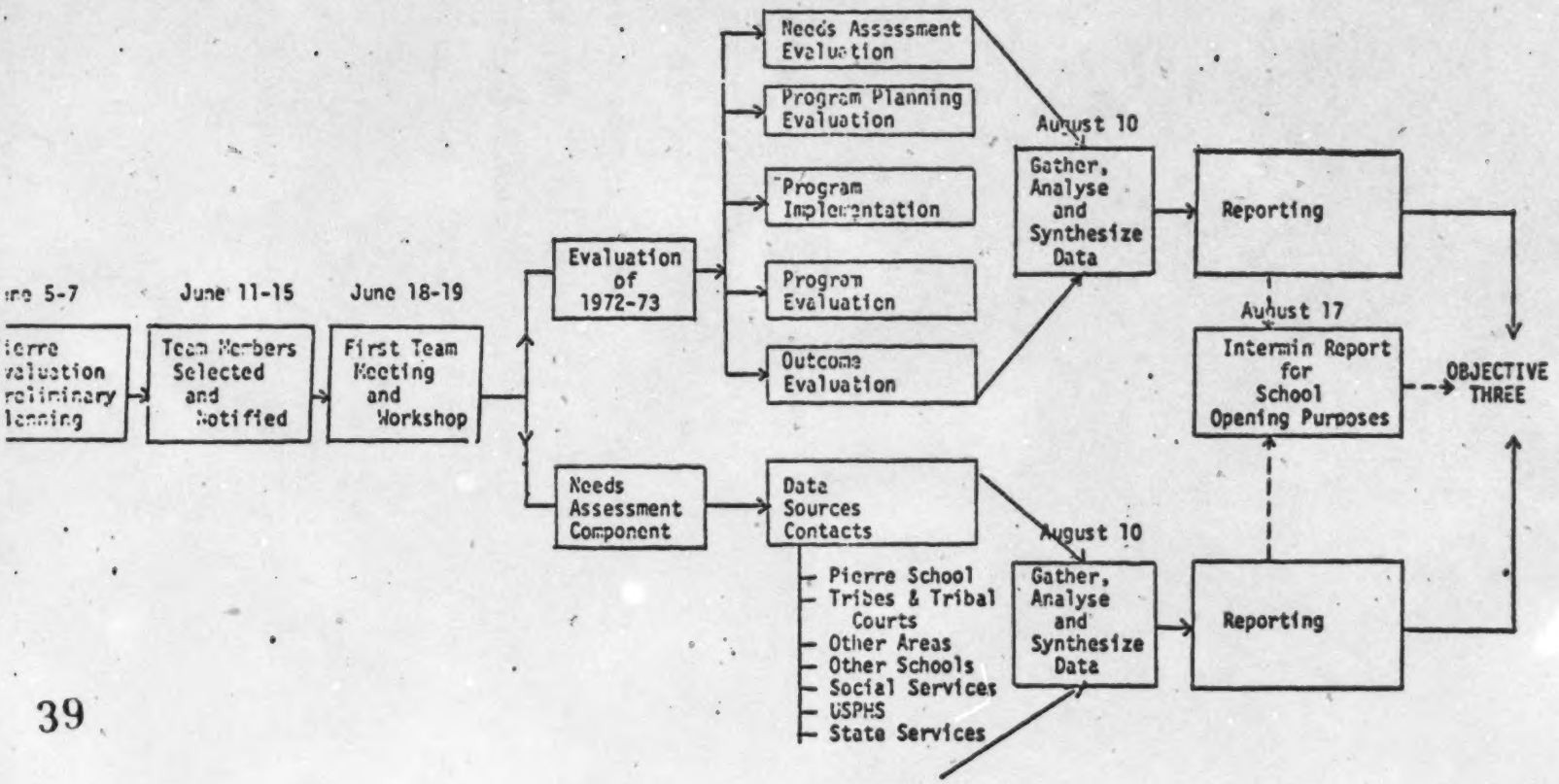
The foregoing are preliminary concerns that have been gleaned from the written record of the 1972-73 school year and in discussions with various individuals who have been associated with the Pierre program. Other concerns will be included as they emerge from further

discussions with concerned individuals and groups. It will be the aim of the evaluation team to maintain an objective and professional approach to the evaluation task, and it will be the responsibility of the team chairman to maintain that posture.

FLOW CHART

PIERRE INDIAN SCHOOL EVALUATION

June 20, 1973 - August 9, 1973



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APPENDIX B

THE GEOGRAPHIC AREA FOR THE PIERRE INDIAN SCHOOL

The drawing area of students that attend the Pierre Indian School includes the States of North Dakota, South Dakota and Nebraska. The Aberdeen Area's off-reservation boarding schools support the Billings and Minneapolis Areas, who have no reservation boarding schools. The area would include the whole urban areas throughout the United States in which enrolled members from the fifteen (15) reservations in the Aberdeen Area are presently employed or living as residents.

* * * * * * * * *

CHART I

ABERDEEN AREA
Handicapping Areas

ervations	BIA Enroll	Visual	Hearing	Speech	Physical	Personal	Mental	Emotional	Academic	Multi Handicap	Total Number
rtle Mountain	1,586	11	36	72	89	76	66	86	272	122	708
rt Totten	285	0	2	2	1	2	9	4	46	2	66
rt Berthold	650	1	6	14	25	32	10	24	117	28	232
anding Rock	838	20	30	46	66	112	included in personal			39	274
Cheyenne River	1,609	15	18	26	21	115	79		127	46	401
ne Ridge	2,894 5,012	53	52	86	64	171	included →	226	291	170	943
ow Creek	276	2	2	21	18	15	6	9	20	13	93
wer Brule	221	4	4	8	6	20	6	16	43	17	107
kston	62										
Terre Bdg. Sch.	153	3			3			16	37		59
landreau Bgd Sch.	578	(Estimated 50 to 60% of total student body needs special services.)									
mpeton Bdg. Sch	340	(Estimated 50 to 60% of total student body needs special services.)									
		109	150	275	293	543	97	460	953	437	

TOTAL NUMBER RESERVATION WIDE - NOT INCLUDED 2,883

Rosebud
Omaha
Santee
Rapid City (Urban)
Flandreau
Yankton
Winnebago

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United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
FIELD SERVICES OFFICE
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:

Dear Sir/Madam:

Attached you will find an Opinionnaire prepared for helping to determine the direction that the Pierre Indian School program might follow in order to best serve the Indian children and Indian people of the Aberdeen, Minneapolis, and Billings Areas.

The information you provide will be of great help in determining what group of children need a special program, or if indeed, any children in the areas mentioned could benefit from a special program operated in the present facility at the Pierre Indian School.

For purposes of our general information, we would appreciate your marking the appropriate space below to indicate your present job or title:

____Parent

____Court:
____Tribal
____State
____Probation Officer

____Policeman

____Social Worker:
____BIA
____State
____Private Agency

____Community Action Program Employee
_____
Job Title

____PHS Employee:
_____
Job Title

____Educator:
_____
Job Title

____Other:
_____
Job Title

Thank you for your cooperation.

AA

SURVEY OPINIONNAIRE
PIERRE INDIAN SCHOOL
EVALUATION TEAM

PLEASE DO NOT GIVE NAMES OF SPECIFIC STUDENTS.

I. Do you know of children of school age (6-18) who:

	Yes	No	If yes How many?	What ages
a. are not now attending school	____	____	_____	_____
b. are enrolled in school but are absent much of the time	____	____	_____	_____
c. who are doing very poorly in school	____	____	_____	_____

II. If you do know of a child who is not now attending school, is enrolled but often absent, or is doing very poorly in school, for any of the <u>following</u> reasons, please indicate by marking the appropriate space or spaces why you think this is so.

a. Cannot hear _____

b. Cannot see _____

c. Physically crippled (arm, leg, back, etc.) _____

d. Too slow to make it _____

e. Does not understand or speak English _____

f. A chronic illness

1. Cerebral Palsy _____

2. Muscular Dystrophy _____

3. Heart Disease _____

4. Epilepsy _____

g. Other: _____

III. If this were your child, do you think a special education program should be provided for him/her?

	Yes	No
a. Cannot hear	_____	_____
b. Cannot see	_____	_____
c. Physically crippled (arm, leg, back, etc.)	_____	_____

	Yes	No
d. Too slow to make it	_____	_____
e. Does not understand or speak English	_____	_____
f. A chronic illness		
1. Cerebral Palsy	_____	_____
2. Muscular Dystrophy	_____	_____
3. Heart Disease	_____	_____
4. Epilepsy	_____	_____
g. Other: _____		
IV. If this were your child, would you enroll him/her in a "special education" program?	_____	_____
V. Should that program be:		
a. Provided in your local school?	_____	_____
1) Cannot hear	_____	_____
2) Cannot see	_____	_____
3) Physically crippled (arm, leg, back, etc.)	_____	_____
4) Too slow to make it	_____	_____
5) Does not understand or speak English	_____	_____
6) A chronic illness		
1. Cerebral Palsy	_____	_____
2. Muscular Dystrophy	_____	_____
3. Heart Disease	_____	_____
4. Epilepsy	_____	_____
7) Other: _____		

OR SHOULD IT BE:

	Yes	No
b. Available at a boarding school like the Pierre Indian School?	_____	_____
1) Cannot hear	_____	_____
2) Cannot see	_____	_____
3) Physically crippled (arm, leg, back, etc.)	_____	_____
4) Too slow to make it	_____	_____
5) Does not understand or speak English	_____	_____
6) A chronic illness		
1. Cerebral Palsy	_____	_____
2. Muscular Dystrophy	_____	_____
3. Heart Disease	_____	_____
4. Epilepsy	_____	_____
7) Other: _____		

VI. If you know of children of school age who are not now attending school, are enrolled in school but often absent, or who are doing very poorly in school for any of the <u>following</u> reasons, please indicate by marking the appropriate space or spaces why you think this is so.

	How Many?
a. Has no family of his own to live with all of the time which cares whether he attends school or not.	_____
b. Family cannot make him/her behave. Comment: _____	_____
c. Cannot get along with the other kids.	_____
d. Refuses to behave in school.	_____
e. In trouble with the police and/or the court.	_____
f. Has failed to adjust in a succession of home and school situations.	_____

		Yes	No
VII.	If this were your child do you think a special education program should be provided for him/her?	_____	_____
	a. Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____
	b. Family cannot make him/her behave. Comment: _____	_____	_____
	c. Cannot get along with the other kids.	_____	_____
	d. Refuses to behave in school.	_____	_____
	e. In trouble with the police and/or the court.	_____	_____
	f. Has failed to adjust in a succession of home and school situations.	_____	_____
III.	If this were your child, would you enroll him/her in a "special education" program?	_____	_____
IX.	Should that program be:		
	a. Provided in your local school?	_____	_____
	1) Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____
	2) Family cannot make him/her behave.	_____	_____
	3) Cannot get along with the other kids.	_____	_____
	4) Refuses to behave in school.	_____	_____
	5) In trouble with the police and/or the court.	_____	_____
	6) Has failed to adjust in a succession of home and school situations.	_____	_____
	OR SHOULD IT BE:		
	b. Available at a boarding school like the Pierre Indian School?	_____	_____
	1) Has no family of his own to live with all of the time which cares whether he attends school or not.	_____	_____
	2) Family cannot make him/her behave.	_____	_____

	Yes	No
3) Cannot get along with the other kids.	_____	_____
4) Refuses to behave in school.	_____	_____
5) In trouble with the police and/or the court.	_____	_____
6) Has failed to adjust in a succession of home and school situations.	_____	_____

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